

SB-488 Teacher credentialing: reading instruction (2021-2022) Key Points

- **SEC. 4. Section 44259.6 is added to the Education Code, to read: 44259.6**

By **September 1, 2022**, the commission shall ensure that its standards of program quality and effectiveness for the preparation of candidates for the preliminary multiple subject credential, the preliminary single subject English language arts credential, and the preliminary education specialist credential, and the teaching performance expectations for the preliminary multiple subject credential, the preliminary single subject English language arts credential, and the preliminary education specialist credential, include and specify all of the requirements in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259.

- **SEC. 5. Section 44259.7 is added to the Education Code, to read: 44259.7**

By **September 1, 2024**, the commission shall ensure that, in addition to the requirements of Section 44259.6, its standards of program quality and effectiveness for the preparation of candidates for the preliminary multiple subject credential, the preliminary single subject English language arts credential, and the preliminary education specialist credential, and the teaching performance expectations for the preliminary multiple subject credential, the preliminary single subject English language arts credential, and the preliminary education specialist credential, include all of the requirements of paragraph (4) of subdivision (b) of Section 44259, including those added by the act that added this section.

- **SEC. 3. Section 44259 of the Education Code is amended to read: 44259.(b)**

The minimum requirements for the preliminary multiple subject, single subject, or education specialist teaching credential are all of the following:

- **SEC. 3. Section 44259 of the Education Code is amended to read: 44259 (b) (4):**

Study of effective means of teaching literacy, including, but not limited to, the study of reading as described in subparagraphs (A) and (B), and evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs. The study of effective means of teaching literacy shall be in accordance with the commission's standards of program quality and effectiveness and current teaching performance expectations, shall be aligned to the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the state board, and shall incorporate the program guidelines for dyslexia developed pursuant to Section 56335. The study of reading shall meet the following requirements:

(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following:

- (i) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.

- (ii) A strong literature, language, and comprehension component with a balance of oral and written language.

- (iii) Ongoing diagnostic techniques that inform teaching and assessment.

- (iv) Early intervention techniques.

- (v) Guided practice in a clinical setting.

(B) For purposes of this section, “direct, systematic, explicit phonics” means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).

(C) A program for the multiple subject teaching credential and the education specialist teaching credential also shall include the study of integrated methods of teaching language arts.